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Action

Professional Services Committee

Program Approval and Initial Institutional Approval

Executive Summary: This agenda item presents one single subject matter program and one prospective program sponsor for initial institutional approval.

Recommended Action: That the Commission approve the single subject matter program described in this item and the request for initial institutional approval.

Presenter: Helen Hawley and Terry Janicki, Consultants, Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

November 2008

Program Approval and Initial Institutional Approval

Introduction

This agenda item presents one subject matter program submitted by an institution of higher education for single subject matter program approval and one prospective program sponsor for initial institutional approval.

I. Recommendation for Approval of Single Subject Matter Programs

Background

The Commission regularly receives recommendations for program approval from single subject matter review panels. These panels of subject matter experts review all program documentation and make an informed determination whether the program meets the standards common to all subject matter programs and also the content specific subject matter standards. The content specific subject matter standards are closely aligned to the K-12 academic content standards. These subject matter programs are usually undergraduate courses of study completed before candidates begin teacher preparation programs. However, the two programs may be completed concurrently.

Subject Matter Program Review Procedures

Following are the general procedures for the review of subject matter programs:

1. Technical Assistance – After the Commission adopts a set of new program standards, Commission staff members provide technical assistance to prospective program sponsors wishing to submit responses to the new standards. Technical assistance materials are provided on the Commission's website. Staff members train, assign, and coordinate review team work.
2. Preconditions Review – After the program proposal is received, Commission staff review the sponsor's response to the preconditions. The preconditions are based on both state laws and Commission policies, and address minimum unit and content area requirements. If the preconditions response is incomplete, the sponsor is requested to provide specific information necessary for compliance with the preconditions.
3. Program Review – The program sponsor's responses to the Commission's subject matter program standards are reviewed by a team of two or more subject matter educators to determine if the program meets the program standards, including the subject matter requirements (SMRs). The SMRs are the content knowledge required to be covered in the program and are aligned to the K-12 content standards that the candidate will be expected to know. The reviewers are trained in the alignment of the standards and subject matter requirements and in the review process before they are assigned proposals to review. Reviewers are instructed to find explicit evidence that programs not only align with K-12

content standards but also introduce their candidates to those standards within the context of their subject matter studies. The team must reach consensus that each standard is met based upon evidence provided in the document. If the program does not meet the standards, the sponsor is given an explanation of the findings. The sponsor may then submit the additional information requested. Once reviewers determine that the program proposal provides a convincing and adequate body of evidence to meet the Commission's adopted subject matter program standards, the program is recommended to the Commission for approval.

4. After subject matter program approval is granted by the Commission, the institution may admit candidates to the approved subject matter program. Graduates of a Commission approved single subject matter preparation program meet the Commission's subject matter requirement and are not required to take the subject matter examination (California Subject Examinations for Teachers - CSET).

This report presents one single subject matter program which has been deemed to have met all of the appropriate *Standards of Quality and Effectiveness for Single Subject Matter Preparation Programs* (www.ctc.ca.gov/educator-prep/STDS-subject-matter.html) by the appropriate review panel and is recommended to the Commission for approval. The program brought forward to the Commission at this time is California State University, Chico: Languages Other Than English: Spanish.

Summary Information on the Single Subject Matter Program

California State University, Chico: Languages Other Than English: Spanish

The stated goal of the CSU, Chico subject matter program in Spanish is to focus on training prospective teachers to effectively teach language and to develop major skill sets that will continually expand their linguistic, cultural, literary and methodological fluency so that they may "attain the knowledge and skills that they will need to succeed in the information-based, global economy of the twenty-first century." The program philosophy concurs with the Curriculum Framework that "communication across distances and cultures every day becomes more essential to global understanding and economic prosperity" for all citizens of California and the world. The subject matter program emphasizes the candidate's need for comprehensibility, comprehension, language control, vocabulary usage, communication strategies, and cultural awareness as keys to success in language learning and pedagogy. The Spanish program is designed to take students through a series of courses in which they build exponentially on each set of skills and knowledge. Candidates in the subject matter program are expected to develop the ability to demonstrate:

- Spanish language and communication at a minimum of American Council on the Teaching of Foreign Languages (ACTFL) Advanced Low Level (all skills).
- Understanding and production of oral communications at an advanced level in the target language, demonstrating the ability to analyze and critically discuss cultural, literary and/or linguistic topics. Students will be able to interact successfully in a variety of practical and academic situations.
- Advanced proficiency in the written expression of the target language, demonstrating the ability to analyze and critically discuss cultural, literary and/or linguistic topics with

fluent and coherent organization, a sophisticated range of vocabulary, complex language constructions, and mastery of mechanics.

- Advanced proficiency in reading comprehension, in order to be able to analyze and interpret authentic texts from the target language and culture.
- Knowledge of the nature of language in general and the linguistic components of Spanish in particular.
- Knowledge, understanding and analysis of literary and cultural texts and traditions.
- Knowledge of diverse and current teaching methodologies, educational technologies, and an ability to draw connections between Spanish and other language communities and disciplines.
- The ability to function within Spanish/Latin American/Hispanic/Latino culture, understanding that culture and being able to interpret it for students.
- The necessary target cultural literacy in order to analyze and interpret cultural and literary texts and traditions as they emerge from their context; by exposing the students to competing narratives, they will develop the foundation for a pluralistic cultural literacy.

Through a range of traditional to highly technologically-developed course content, students are exposed each semester to a wide variety of teaching techniques and pedagogical practices that address the many different areas contained in the content standards. Program outcomes are assessed in multiple ways formatively through examinations, research papers, projects, presentations, and performances as well as summatively through an exit assessment.

II. Recommendation for Initial Institutional Approval

Background

In the *Accreditation Framework* a distinction is made between “initial approval of institutions” and “initial approval of programs,” as described below. A prospective program sponsor that wishes to offer a credential program in California, and that has not previously been declared eligible to offer a credential preparation program, must undergo a two stage initial approval process: 1) initial institutional approval and 2) initial accreditation of programs as described below. The steps in the Commission’s accreditation system are:

- 1) **Initial Institutional Approval:** The institution (program sponsor) that has not previously been declared eligible to offer credential preparation programs must submit an application to the Commission for initial institutional approval. The institution prepares a complete program proposal that responds to all preconditions, Common Standards and appropriate Program Standards. The application is reviewed for compliance with the appropriate preconditions (regional accreditation or governing board approval, identification of the position responsible for oversight, non-discrimination procedures, completion of a needs assessment, involvement of practitioners in the design of the program, and agreement to provide information to the Commission) and appropriate Common Standards relating to capacity to offer a preparation program. Once the review has been accomplished, a recommendation is brought before the Commission for *initial institutional approval*. This stage determines only an institution’s *eligibility* to offer an approved program.

- 2) Initial Accreditation of Programs: Once the Commission acts favorably on institutional approval, the *program* proposal is forwarded to the Committee on Accreditation for action. The program sponsor is required to respond to the appropriate credential program standards for each program the institution wishes to offer. These responses are reviewed by a panel of expert advisors, or in some cases, Commission staff, to determine the sufficiency of the responses. Once it is determined that the program proposal meets the Commission's program standards, the program sponsor is recommended to the Committee on Accreditation for *initial program approval*.

Once granted initial program approval, the institution is given authority to begin the program and will then come under the Commission's continuing accreditation procedures.

Drexel University

Drexel University, a nationally-ranked Philadelphia-based institution, is opening a Center for Graduate Studies in Sacramento and seeks to obtain initial institutional approval in order to offer a California teacher credential preparation program. The university will open at One Capitol Mall with five graduate programs in January 2009. An additional four programs will be offered in September 2009. The School of Education will be offering three graduate programs including Master of Science in Higher Education, Master of Human Resource Development and a Master of Science in the Science of Instruction, which is the proposed K-12 teacher education program. Drexel University submitted documentation to the Commission in August 2008, as a preliminary step in seeking Commission approval.

Drexel Institute of Art, Science and Industry was founded in 1981 in order to provide educational opportunities in the "practical arts and sciences" for women and men of all backgrounds. As Philadelphia's technological university and a leader in curricular innovation, Drexel is now the sixteenth largest private university in the nation with a combined undergraduate and graduate population of 23,042 students. Drexel University is accredited by the Middle States Association of Colleges and Schools, and their School of Education has full program approval from the Pennsylvania Department of Education. The Drexel Teacher Education Program is in its twenty-fourth year at the undergraduate level and sixteenth year at the graduate level. The School of Education was founded in 1990 and was housed in the College of Arts and Sciences. It became a free standing school in the summer of 2002. In the fall 2008 term the School of Education had an enrollment of over 1,000 students.

The Master of Science in the Science of Instruction offers students the opportunity to earn a Master of Science degree while pursuing teacher certification. The proposed program will offer candidates the opportunity to seek a California Multiple Subject Teaching Credential or a Single Subject Teaching Credential. The professional core will require 36 quarter credits including a full-time, five day-per-week, student teaching practicum. The proposed program will be offered in a blended model of on-campus as well as online learning. Acceptance for graduate study at Drexel University requires a four-year Bachelor's Degree from an accredited U.S. institution with a minimum cumulative grade point average of 3.0 for the last two years of undergraduate work.

Recommendations

Based upon a determination by reviewers that the following entities have met all relevant standards and requirements, staff recommends Commission approval of the following:

Single Subject Matter Programs

California State University: Chico: Languages Other Than English: Spanish

Initial Institutional Approval

Drexel University